



Department of English, Fall 2025

ENG 112-22: Writing Arguments TR 1:50 PM-3:05 PM Meeting Type: In-Person Room: B118 Credit Hours: 3	Instructor: Ms. Allison Murphy Office Hours: by appointment via Zoom or in person. Please send me an email to set up an appointment at least 12 hours in advance of the time you wish to meet. Email: murphy28@southernct.edu
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Syllabus Disclaimer

This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University's control, or as other needs arise. This syllabus is provided as a guide to the content, expectations, and structure of the course. It outlines the general plan for the semester/quarter and serves as a roadmap for our academic journey. However, I want to emphasize that the syllabus is not a static document, and there may be instances when adjustments are necessary to optimize the learning experience.

Course Description

The essence of academic writing lies in constructing persuasive arguments. Regardless of your major, a substantial portion of your university assignments and professional endeavors beyond graduation will revolve around convincing others of the validity of your interpretations of facts, regardless of the subject matter. Simultaneously, you will encounter fellow writers – be it teachers, colleagues, authors of scholarly texts, essays, websites, news outlets, politicians, neighbors, and more – who will engage in a similar endeavor. They will strategically interpret and organize facts to sway you, the reader (and listener!), towards accepting their perspective as the right or reasonable one. The primary aim of this course is to equip you with the necessary skills and abilities to comprehend others' arguments critically. Additionally, it will empower you to formulate your own compelling arguments in response. Through this course, you will learn to navigate and analyze diverse viewpoints effectively, honing your capacity to engage in thoughtful and persuasive discourse. This skill set will prove invaluable as you engage with various texts and engage in academic and professional dialogues throughout your life.

Course Delivery

On-Ground: Fully on-ground course with every student meeting in person.

Required Text(s)/Materials/Supplies

- Folder
- Pens/pencils/highlighters
- Loose leaf paper
- Any printed course packets/materials during the course's duration
- Composition notebook/notebook of any kind
- Functioning computer—charged and ready

Note: A smartphone or tablet will not be sufficient for this course. Please utilize a computer. Devices should be charged BEFORE class starts.

Books

(Optional)

Graff, Gerald and Kathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing with Readings*. 6th ed., ISBN 978-1324070139.

(Optional)

Kern, Jara. *The Infographic Guide to Grammar: A Visual Reference for Everything You Need to Know*. Adams Media, 2020.

Amazon: [The Infographic Guide to Grammar](#)

Student Outcomes

By the end of English 110, students will be able to:

1. **Annotate** a brief, nonfiction, argumentative text (e.g. an op-ed) for full comprehension and in preparation for a critical response.
2. **Summarize** the text in writing, identifying its claim, evidence, audience, and purpose.
3. **Evaluate** the author's claim and the types of evidence used to support that claim.
4. **Compose** written claims of their own, integrating quotations and citing sources in a brief (2-3page) defense of that claim.
5. **Construct** grammatically sound sentences.

Expectations

This course will require significant in-class and out-of-class commitment from each student. The University estimates that a student should expect to spend two hours outside of class for each hour they are in a class. (For example, a five-credit course would average ten [10] hours of additional work outside of class.) Because so much of the course depends on these in-class activities, missing class for any reason will slow your progress, and therefore the value of this course.

Our #1 Rule: RESPECT

Respect is what makes a great student, teacher, and class. Although we might not always agree, we can remain respectful and engage calmly and constructively in professional discussions.

Respect looks like...

- Attending class on time.
- Printing or bringing your work materials *before* class.
- Silencing your electronic devices.
- Showing kindness and grace to everyone who is learning.
- Turning assignments in on the due date (let the instructor know if there is a personal emergency!).
- Participating. Talking. Raising your hand. Asking questions. Writing. Reading. Taking notes.
- Constructive criticism that aims to help, not wound.
- Encouraging others.
- Listening silently to one speaker at a time so all can hear.
- Not leaving the classroom multiple times (can be added up to an absence!).
- Emailing the instructor professionally (use a greeting to begin the email!).
- Working together, even if there are differences.
- Never make fun of someone's questions and ideas.
- Do your own original work and refrain from plagiarism.
- Avoid gossip and excessive negativity. It's bad for growth mentally, physically, and socially!

Respect allows the instructor to operate at maximum efficiency and it increases student confidence.

Attendance

Your presence is **REQUIRED** in class. Please note that for this class, the University's attendance policy provides that after **four (4) absences**, you receive will **an automatic F**, unless you withdraw from the course.

In the extreme case if you do have to miss a class, **just remember no distinction is made between "excused" or "unexcused" absences, including extracurricular obligations and illness** (but I would "save" missing class for emergencies and illness as much as possible). Please communicate if you do need to miss class for any reason and let me know so I can assist you.

Lateness

- Your presence is **REQUIRED** during in-person class failing to attend class on time can result in an automatic failure of the course.
- Being late 3 times will result in 1 absence. Lateness can add up to the failure of the course. Being 10 minutes late is unacceptable.
- If you arrive and the class is over half finished, you will be counted as having 1 absence.

Assessment and Instructor Feedback

Grades reflect your performance on assignments and adherence to deadlines. Late work will receive a penalty. Please see the late work policy below. Graded assignments will be available within 72 hours of the due date via the grade book.

Missed Work:

Time management is key to doing well in this course. No matter what you have going on in life, you must carve out the time needed to complete your assignments on time.

Regardless of a student's perceived writing ability or background, they can get an A if they do the work required for the class, turn it in on time, and follow assignment guidelines. If you turn assignments in late or fail to meet the guidelines, that will be reflected in the graded points, and over time will reflect in your grade.

If you turn an assignment in late, you will receive 10% off the assignment for every day it is late. After 10 days, you will receive a 0% on that assignment. Additional points may be taken off if you do not meet one or more of the guidelines of the assignment (which should be clear for every assignment; it is your responsibility to ask questions if you don't understand something BEFORE the assignment is due or inform me of a personal emergency).

Grading

Grades earned are based on your performance on assignments, participation, attendance, essays, summaries, and more. The calculated grade in the total column in Blackboard may or may not reflect your final grade. Most assignments follow rubrics if they are not counted as completion grades. There may be a mix of both point-based grading and completion grading. Please check the assignment guidelines.

All assignments are graded on a scale of 0-10 points.

Final Grades are assigned with the following scale:

Undergraduate Grading Scale

Grades Scored Between	Letter Equivalent
97 to 100	A+
93 to Less than 97	A
90 to Less than 93	A-
87 to Less than 90	B+
83 to Less than 87	B
80 to Less than 83	B-
77 to Less than 80	C+
73 to Less than 77	C
70 to Less than 73	C-
67 to Less than 70	D+
63 to Less than 67	D
60 to Less than 63	D-
Less than 60	F

Major Assignments and Their Brief Descriptions

For Full Descriptions Please Visit the Assignment Section on Blackboard – Message the Instructor if You Have Questions

Assignments	Weight	Brief Description
Participation	10%	Participation Includes: • Active Engagement: This involves being attentive, asking questions, offering answers, and actively participating in class discussions and activities. • Preparation: Being ready for class by completing assigned readings, homework, or any preparatory work necessary for discussions or activities. • Quality of Contributions: Providing thoughtful insights, sharing relevant examples, and contributing meaningfully to discussions rather than simply speaking for the sake of participation. • Respectful Behavior: Showing respect to the instructor and fellow classmates by listening attentively, not interrupting others, and maintaining a positive and constructive attitude. Arriving to class on time and not being distracted by technology. • Consistency: Regularly participating in class activities and discussions throughout the semester rather than sporadically.
Annotations (12 in total)	20%	You will submit either photocopies or physical copies of your annotations of assigned readings, which will be selectively graded and commented upon by the instructor.
Weekly Op-Ed Summaries/Précis (12 in total)	30%	Almost every week you will read one assigned essay from the Opinion-Editorial pages of the New York Times (or another source) and write a summary of its argument, following a format prescribed by the assignment sheet.
Essays (3 in total)	30%	You will write thesis-based academic essays of approximately 4-5 pages each. Each will consist of your argument in response to a published opinion-editorial (or “op-ed”) essay from the New York Times or another news source. Topics will be chosen by the instructor, usually in consultation with class members.
Reflection (final exam written in person)	10%	To give you a chance to reflect on your progress during this course and to give me an idea of what was working and not working for you (and therefore what I can improve moving forward), write a brief (about one double-spaced page) reflection. This can be in any style or format but should have a beginning, a middle, and an end.
Total Percentage	100%	

Course Outline/Schedule

29 Days In Class Total

Academic Calendar Spring 2025: <https://calendar.southernct.edu/academic/all>

Students should use the link to the Academic Calendar to confirm add/drop and course withdrawal deadlines.

Day		Work
1	Our First Class T 8/26	Welcome! Course Overview DUE: Review the Syllabus and sign the Syllabus Agreement on Blackboard
2	Th 8/28 <i>Start Unit 1: What is the influence of the media in shaping cultural perceptions?</i>	DUE BEFORE CLASS: Print Reading #1: Faking Cultural Literacy We will annotate in class.
		Labor Day No Class 9/1
3	T 9/2	DUE BEFORE CLASS: Print and annotate Reading #2: We Don't Have to Give in to the Smartphones Annotation#1 checked in class: Faking Cultural Literacy PRECIS #1 DUE TONIGHT: Faking Cultural Literacy
4	Th 9/4	PRECIS #2 DUE TONIGHT: We Don't Have to Give in to the Smartphones
5	T 9/9	DUE BEFORE CLASS: Print and annotate Reading #3 The Era of A.I. Propaganda Has Arrived, and America Must Act
6	Th 9/11	PRECIS #3 DUE TONIGHT: The Era of A.I. Propaganda Has Arrived, and America Must Act
7	T 9/16	DUE BEFORE CLASS: Print and annotate Reading #4: Charisma Rules the World
8	Th 9/18	PRECIS #4 DUE TONIGHT: Charisma Rules the World

9	T 9/23 Rosh Hashana	DUE BEFORE CLASS: Print and annotate Reading #5: Thinking Is Becoming a Luxury Good
10	Th 9/25	PRECIS #5 DUE TONIGHT: Thinking Is Becoming a Luxury Good
11	T 9/30	Work on Essay
12	Th 10/2 Yom Kippur	Work on Essay DUE: Participation
	FRIDAY NIGHT 10/3	ESSAY #1 DUE TONIGHT!!!!
13	T 10/7 Start Unit 2: How do we share culture responsibly? Does cultural appropriation exist?	DUE BEFORE CLASS: Print and annotate Reading #6: A Guide to Understanding and Avoiding Cultural Appropriation
14	Th 10/9	PRECIS #6 DUE TONIGHT: A Guide to Understanding and Avoiding Cultural Appropriation
15	T 10/14	DUE BEFORE CLASS: Print and annotate Reading #7: In Defense of Cultural Appropriation
16	Th 10/16	PRECIS #7 DUE TONIGHT: In Defense of Cultural Appropriation
17	T 10/ 21 Diwali	DUE BEFORE CLASS: Print and annotate Reading #8: Cultural Appropriation Is, In Fact, Indefensible
18	Th 10/23	PRECIS #8 DUE TONIGHT: Cultural Appropriation Is, In Fact, Indefensible
19	T 10/28	Work on Essay
20	Th 10/30	Work on Essay
	FRIDAY NIGHT 10/31	ESSAY #2 DUE TONIGHT!!!!
		Daylight Savings Day of the Dead 11/2

21	T 11/4 Election Day Start Unit 3: How can many cultures in one nation exist peacefully?	DUE BEFORE CLASS: Print and annotate Reading #9: How to Save a Sad, Lonely, Angry and Mean Society.
22	Th 11/6	PRECIS #9 DUE TONIGHT: How to Save a Sad, Lonely, Angry and Mean Society.
23	T 11/11 Veterans Day	DUE BEFORE CLASS: Print and annotate Reading #10 AND #11: - Our common culture is collapsing - To Unite a Divided America, Make People Work for It
24	Th 11/13	PRECIS #10 and 11 DUE TONIGHT: - Our common culture is collapsing - To Unite a Divided America, Make People Work for It
		Murphy Away at Wedding 14-16th
		Last Day to Withdraw from a Course 11/17
25	T 11/18	DUE BEFORE CLASS: Print and annotate Reading #12: Why All Parents Should Talk With Their Kids About Social Identity
26	Th 11/ 20	PRECIS #12 DUE TONIGHT Why All Parents Should Talk With Their Kids About Social Identity DUE Participation
27	T 11/25	Work on Essay
		Thanksgiving Break No Class 11/26-30
28	T 12/2	Work on Essay
29	Last Day of our Class	Class Discussion

	Th 12/4	
	FRIDAY NIGHT 12/5	ESSAY #3 DUE TONIGHT!!!!
		Last Day of All Classes 12/7
		Final Exam Period 12/8-12/14

Technology Links

- Web browsers ([Chrome \(Links to an external site.\)](#), [Mozilla Firefox \(Links to an external site.\)](#), or [Safari \(Links to an external site.\)](#))
- [Adobe Acrobat Reader \(Links to an external site.\)](#)(free)
- [Adobe Flash Player \(Links to an external site.\)](#)(free)
- Webcam, microphone, headset/earbuds, and speaker
- Google Documents and Slides
- Reliable broadband internet connection to stream videos.

Learning Tips

To be successful:

- Complete readings *before* class to be prepared for in-person discussions and activities.
- Take advantage of office hours (or email/Zoom) to meet with the instructor for extra help or clarification.
- Arrive at class on time and with all materials. (including a charged computer!)
- Take notes during class. Participate and engage with peers.
- Read any and all course announcements.
- Read and respond to email messages.
- Complete assignments by Sunday 11:59 p.m.
- Create a study plan to stay on track.
- Pay a visit to the Writing Center for additional support.

Academic Dishonesty

Includes any form of cheating, plagiarism, or unauthorized collaboration that undermines the principles of honest scholarship and fair evaluation of individual efforts.

Examples of academic dishonesty may include but are not limited to:

- **Plagiarism:** Presenting someone else's ideas, words, or work as your own without proper citation or acknowledgment.
- **Cheating:** Using unauthorized materials or obtaining unauthorized assistance during exams or assessments.
- **Collusion:** Working with others without permission when individual work is required.
- **Fabrication:** Inventing or falsifying data, sources, or information to support your academic work.
- **Ghostwriting:** Submitting work completed by someone else under your name.

- **Unauthorized Collaboration:** Collaborating on assignments, projects, or papers without permission when individual effort is expected.
- **Impersonation:** Having someone else take exams or assessments on your behalf.
- **ChatGPT and AI systems:** In this course, the use of AI technologies, including but not limited to chatbots like ChatGPT, is strictly prohibited. This policy is in place to ensure the integrity of the learning experience and to promote critical thinking, originality, and authentic engagement with course content. Using a “rephraser” or “rewriter” (to sound more ‘professional’ or have more ‘clarity’) is also using AI technology and is prohibited. Make sure on Grammarly or other grammar extensions that the AI generated content is deactivated! For Grammarly, click the green G and turn AI content off.
 - **Consequences of Violation:** If it is determined that AI technologies have been used in contravention of this policy, appropriate actions will be taken in accordance with the academic integrity guidelines of this institution. Such actions may include but are not limited to, grade reductions, assignment nullification, or other disciplinary measures.

In the event of any suspected academic dishonesty, appropriate actions will be taken in accordance with the institutional policies and procedures. These consequences may include but are not limited to failing the assignment, receiving a failing grade for the course, or facing disciplinary actions.

Diversity Statement

Diversity is a cornerstone of a thriving and inclusive society. It encompasses a multitude of dimensions, including race, ethnicity, gender, sexual orientation, age, religion, socioeconomic status, and abilities, among others. Embracing diversity fosters a rich tapestry of perspectives, experiences, and talents that not only enriches our communities but also drives innovation and progress.

In an interconnected world, promoting diversity is not merely a moral imperative; it is also a pragmatic necessity. Embracing diversity encourages empathy, compassion, and understanding, bridging gaps between individuals and fostering a culture of tolerance and **respect**.

I am committed to maintaining an academic community where every individual is treated with respect, kindness, and dignity. Harassment of any form, whether physical, verbal, written, or electronic, will not be tolerated and will be reported and may lead to disciplinary actions. Please refer to your Student Handbook for more information.

I believe that everyone has the right to learn, work, and thrive in an atmosphere free from fear, intimidation, and discrimination.

Disability Accommodations

SCSU provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University’s Center for Academic Success and Accessibility Services (CASAS) can work with you to determine appropriate accommodations. Before you receive accommodations for this class, you will need to make an appointment with CASAS to discuss your approved accommodations with me or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet as soon as possible.

CASAS:

Buley Library, Room 303

Phone: 203-392-6828

Email: casas@southernct.edu

Click here for more information: <https://inside.southernct.edu/casas/accessibility-services>